

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Kate Dunning

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lake Shore Middle School

(As it should appear in the official records)

School Mailing Address 11036 North Range Line Road

(If address is P.O. Box, also include street address.)

City Mequon State WI Zip Code+4 (9 digits total) 53092-4998

County Ozaukee County State School Code Number* _____

Telephone 262-238-7613 Fax _____

Web site/URL http://www.mtsd.k12.wi.us/lakeshore/ E-mail kdunning@mtsd.k12.wi.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Demond Means E-mail: dmeans@mtsd.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mequon-Thiensville School District Tel. 262-238-8500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Mary Cyrier
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	61	69	130
7	75	77	152
8	81	57	138
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	217	203	420

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 3 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	401
(5) Total transferred students in row (3) divided by total students in row (4)	0.025
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 1 %
5 Total number ELL
 Number of non-English languages represented: 9
 Specify non-English languages: Arabic, Russian, Portuguese, Vietnamese, Chinese, French, Hmong, Korean, Spanish
8. Students eligible for free/reduced-priced meals: 7 %
 Total number students who qualify: 31

Information for Public Schools Only - Data Provided by the State

The state has reported that 8 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 12 %
49 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>16</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Provide meaningful instruction using responsive practices so all students make continuous progress academically, socially and developmentally to be contributing, informed members of a global society.

PART III – SUMMARY

Lake Shore Middle School is one of two middle schools in the Mequon-Thiensville School District which is located approximately 15 miles north of metropolitan Milwaukee. It is a public school, serving students in grades six through eight from a 48 square mile area including the suburbs of Mequon and Thiensville. Upper middle-income business executives and professional residents account for the majority of the population. The majority of Lake Shore students choose Homestead High School for their ninth through twelfth grade educational experience, where 90 percent of students pursue postsecondary education.

Current enrollment is 420 students; approximately 84 percent of the student population is Caucasian, 7 percent is Asian, 3 percent is African-American and 4 percent is Hispanic. In addition, approximately 12 percent of Lake Shore's students have special needs, 7 percent are economically disadvantaged and nearly 2 percent speak limited English.

Built in 1968, Lake Shore Middle School has a history of educational excellence grounded in the belief that a high impact learning community is necessary to meet the academic, social and emotional needs of young children. Guided by our school growth plan, which is aligned to the Mequon-Thiensville School District's strategic plan, our educational instruction has been developed to meet the diverse interests and needs of all of our students. Each student experiences a rigorous core curriculum that leads to college and career readiness. Our faculty provides learning opportunities for young adolescents as they transition from middle school to high school.

Lake Shore Middle School recognizes that a strong community creates a strong school. We are proud to have the continued support of several community partners who put children first. Seventy seven percent of Lake Shore families are members of the Parent Teacher Organization (PTO). As a school, we also work closely with Positive Parent Involvement (PPI), a non-profit organization comprised of concerned parents and caring adults focused on empowering individuals to make informed, educated and healthy lifestyle choices. PPI recognizes that parents need support too, and therefore offers parents the opportunity to network and communicate with other parents in a confidential atmosphere. VOICES is another organization that provides support to Lake Shore families. The unique program focuses on the social, emotional and academic well-being of all students by providing that vital link of support and resources to assist families during challenging times. The combination of parents and MTSD staff working together in a collaborative way helps ensure student success. Lake Shore Middle School is fortunate to have the support of the Mequon-Thiensville Education Foundation, which has awarded over \$3 million in grants to MTSD's six schools. The grants include Smart Boards, document cameras and projectors, science and technology based materials as well as Chromebook carts.

In order to meet each child's academic, social-emotional, physical and cultural full potential, Lake Shore Middle School offers students the opportunity to participate in several traditions beyond the classroom, which run deep in our community. For example, our school partners with the Mequon-Thiensville Recreation Department to provide educational seminars to resident seniors. The 2014 seminar consisted of eighth grade students teaching senior residents how to use various high-tech tools. For the last decade, Lake Shore Middle School arranged host families and welcomed students from Tomisato, Japan for a five-day trip to our school in which students learn about each other's culture. Additionally, sixth grade students can experience learning in a venue that supports an understanding of the natural world by participating in an annual trip to Camp Anokijig. It is a firsthand look at nature in its most meaningful context while indoctrinating a cooperative learning, leadership model of student interaction. Lake Shore's Student Council, comprised of students from all grade levels, is committed to service locally and globally. Fundraisers have included benefits for veterans including raising money for organizations such as the Honor Flight and the Leukemia Foundation and participating in the annual Kapco toy drive.

In the classroom, teachers strive to meet individual student needs daily. They use MAP test scores to differentiate assignments and provide students with leveled reading articles and literature. We offer students the opportunity to be part of the AVID (Advancement Via Individual Determination) elective class, but also use the strategies school wide including Costa's Levels of Questioning to improve their inquiry and critical

thinking skills, Cornell note-taking to improve their thinking and organization as they take notes, and Socratic Seminars to promote student-led, inquiry-based discussion. We promote positive behavior through PBIS (Positive Behavioral Intervention and Supports) and celebrate National Bullying Prevention Month in October. We bring speakers in throughout the year to discuss topics including bullying and student success.

We strive to give our students the best middle school experience in order for them to find their niche, grow, learn and make a difference in a changing global environment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Rigor and relevance are key components of the core curriculum at Lake Shore Middle School, including acceleration in mathematics, extended periods for English/language Arts, and differentiated instruction in all grades and content areas. The middle school curriculum prepares students to transition successfully from middle school to high school and into an increasingly wide array of postsecondary options. We provide the development of quality tools and strategies, and promote models that successfully implement multiple pathways to postsecondary training or college.

Each student experiences a core curriculum in English/language arts, mathematics, science, and social studies. The aligned core curriculum ensures that every student in the middle school has the opportunity for a rigorous education that leads to college and career readiness. Our goal is to provide every student a challenging and meaningful education in core subjects that will ensure high school success.

English/language arts students are taught using the integrated literacy model of instruction. Reading, writing, speaking, thinking and listening are interrelated. Sub skills of the literacy program, such as spelling, grammar and vocabulary analysis are taught and reinforced through a unified curriculum. Technology is also taught as a research tool and curriculum crosswalks ensure students are taught digital citizenship.

The goals of the mathematics program at Lake Shore Middle School are to help all students develop their abilities to reason logically, apply mathematical skills to real-life situations, and communicate and justify their mathematical ideas (strategies and solutions) and arguments in a variety of ways using appropriate vocabulary, equations, and visual models. As part of our approach to the curriculum, teachers ensure students are provided learning opportunities that connect conceptual understanding with real world applications to build powerful mathematical thinking and expand mathematical proficiency, develop critical thinking through high-level questioning, and utilize concrete and visual models and mathematical diagrams (appropriate to each grade) to bring meaning to abstract mathematical concepts, procedures, and properties.

The science curriculum challenges all students to become scientifically literate. Throughout the three middle school grade levels, curriculum includes units in the areas of earth, life and physical sciences. The curriculum promotes curiosity about everyday experiences and the ability to describe, explain and predict natural phenomena. Units of study include a hands-on approach using inquiry, problem-solving, and critical/creative thinking. Students become familiar with modes of scientific inquiry, rules of evidence, logical argument, and skeptical review. Flexible grouping is used to meet the needs of all learners.

Sixth grade social studies introduces world history, culture, and geography. The various units of study provide a chronological overview of the major civilizations in world history from ancient times to the Renaissance. In seventh grade, US History is the primary emphasis and is delivered utilizing a thematic approach to the teaching of social studies. Political science and citizenship, economics and the behavioral sciences are taught within the context of US History which includes the Constitution to the present with an emphasis on the years 1787-1877. Geography is taught within the context of the history of United States. In eighth grade, students study world geography, historical events and influences from 1000-1700 CE and current events. Students develop an understanding of the earth's physical features and interrelationships. Content of the course addresses physical geography and cultural, economic, social and political developments. Current events are integrated throughout the social studies curriculum at all grade levels.

Lake Shore Middle School prepares our students at an early age for success beyond high school. We give our teachers the tools they need to engage students in classroom instruction; we give students the opportunity to achieve individual learning goals. Our middle schools leverage Advancement Via Individual Determination (AVID), a college readiness system designed to increase the number of students who enroll in four-year colleges and universities. AVID equips students with the intellectual skills and behaviors for academic success in rigorous coursework. It targets students in the academic middle who are often

overlooked in the K-12 educational system and underrepresented in higher education to provide them with intensive, structured, and research-based teaching practices.

2. Other Curriculum Areas:

One of the four goals detailed in the Mequon-Thiensville School District's strategic plan is to maximize the academic achievement and personal growth of each student. Guaranteeing a comprehensive and innovative program designed to meet students' diverse needs and interests is a key objective tied to this goal. Students at Lake Shore Middle School are encouraged to be active participants in their middle school experience. Outside the core curriculum courses, the school boasts numerous opportunities for students to engage in courses offered through performing arts, world languages, related arts, and physical education programming.

In 6th grade, all Lake Shore students have the opportunity to study the related arts in rotations of 7.5 week-long courses. The courses offered are Art, Project Lead the Way (PLTW), Family and Consumer Science, Wellness and Financial Literacy. All 6th grade students (as well as 7th and 8th grade students who choose) participate in a course titled Project Lead the Way (PLTW). This program prepares students to be the next generation of problem solvers, critical thinkers, and innovators for the global economy by incorporating a variety of projects in the field of technology and engineering.

In art courses, students develop and enrich basic skills such as drawing, composition, design and color theory utilizing a variety of media choices explored through both two and three-dimensional projects. Students also learn about the impact of art on their daily lives through hands-on art activities. 21st century skills are infused into the art curriculum at all levels. The 6th grade Family and Consumer Science curriculum consists of a variety of topics, such as babysitting safety, goal setting, kitchen safety and sanitation, nutrition and sewing. The babysitting unit allows students to learn about proper care of young children. The kitchen safety and sanitation units afford students the opportunity to work in small groups to prepare food products.

Through course offerings in the performing arts three times a week, students in grades 6, 7, and 8 have the opportunity to develop their artistic gifts in the school's band, choral, and orchestra programs. In these courses, students expand their knowledge of music history, music theory, and are exposed to musical literature in a variety of forms and styles while continuing to hone their craft leading up to high school. As students progress through the middle school performing arts programming, they showcase their talents and take pride in their musicianship.

In 7th grade, students have the opportunity to study a world language while continuing to enroll in a related arts course. These courses are taught every other day for seventh graders, thus enhancing the middle school student's ability to continue to explore different subjects in 7th grade before specializing in 8th grade. The world languages currently offered at Lake Shore Middle School are Spanish, Latin and French. The related arts courses from which they may choose are PLTW, Family and Consumer Science and Art. Students who do not wish to study a world language may select two related arts courses for 7th grade.

When the students enter 8th grade, they either continue to study their world language on a daily basis or opt to take two related arts courses. Successful students enrolled in two years of a world language in middle school have the option to enroll in the second level of language when they enter Homestead High School.

Physical education is a part of all students' curriculum throughout middle school. Physical education classes provide each student the opportunity to participate in a comprehensive program consisting of skill development, team sports and physical fitness activities. The curriculum is designed to enhance the cognitive, motor, affective and fitness development of each student. Students receive instruction in rules and strategies associated with a variety of sports, as well as learning experiences that prompt students to question, analyze and communicate concepts. Students also have the opportunity to participate in individual sports, which encourage lifelong involvement in physical activity. The program promotes the spirit of cooperation, leadership, fair play and friendly competition.

3. Instructional Methods and Interventions:

At Lake Shore Middle School, we strive to achieve the instructional goals and meet the diverse and individual needs of our students. All students are provided individual in-class differentiated supports. Classroom teachers differentiate by providing personalized learning opportunities, leveled materials and additional in-class support by content area specialists (Literacy, Math, Gifted and Talented, English Language Learners, and AVID Coordinator) and aides. Small group instruction and conferring with students is embedded within our universal instructional practices. This small group instruction is flexible, collaborative, and centered around teaching, reviewing, reteaching, and enrichment. In mathematics, we offer multi-leveled universal courses to ensure high levels of student learning and achievement. Students are selected and grouped through a data-driven process identifying those at or above grade level. Content area specialists meet regularly with grade level teachers to collaborate around best practice in universal instruction and opportunities to address the diverse and individual needs of all students.

Lake Shore Middle School provides intervention and enrichment (P.I.E. - Positive Intervention and Enrichment) instruction for those students who require additional support outside the universal classroom environment. We have a dedicated enrichment and intervention block that meets daily for 30 minutes. This block is taught by specialists and content area teachers who utilize research-based programs and interventions. Students are selected and grouped through a data-driven process identifying those who are below or above grade level. Our Student Review Team meets about each student to set goals, monitor progress, and develop an individualized plan to achieve the instructional goals. Students are grouped by ability level and work in either reading or math, depending on the identified need. In addition to the PIE block, homeroom and academic assistance blocks are scheduled throughout the day where teachers, specialists, and aides can work with individual students to provide intervention or assist with classroom work. Throughout this tiered instructional process, we go above and beyond to meet the individual needs of our diverse student population.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The students at Lake Shore Middle School historically perform at high levels, as indicated by our test scores over the last five years. The majority of our students are proficient or advanced in reading and math. To reflect our achievements, we received a rating of "Significantly Exceeds Expectations" on the DPI report card for the 2013-14 school year.

In reading, the percentage of students scoring at or above the proficient level has held steady at a high level over the last five years. The majority of students score at the proficient level each year and over a five year period, on average, 68.2% of students have scored at the proficient level.

The subgroup of students receiving special education services has seen growth in reading over the past five years. This growth can be seen in the percentage of students scoring at the proficient level as well as the percentage of students scoring at the advanced level.

In math, the percentage of students scoring at or above the proficient level has grown over the last five years. The majority of all students are scoring at the proficient level each year, and over a five year period, on average, 77.6% of students have scored at the proficient level.

The subgroup of students receiving special education services has seen significant growth in math over the last five years. Of all students receiving special education services, in 2009-2010 only 10 percent of students scored at the proficient level. With steady growth, by 2013-2014, 44% of students scored at the proficient level for an improvement of 34%.

Despite the improved performance of students receiving special education services, a gap remains between the percentage of all students scoring at the proficient level and the percentage of students receiving special education services scoring at the proficient level in reading and math.

Administration has focused their efforts on improving the performance of all students, but particularly for those in underperforming subgroups, and is responding in a number of ways. First, Lake Shore continues to increase the number of sections of co-taught and supported English Language Arts and Mathematics courses throughout the building. This provides special education students with additional adult support within their class. Additionally, there is a focus on intervention for students scoring below proficient in reading and mathematics. Students receive daily instruction for 30 minutes in addition to their classroom experience. Strategies are being implemented in all classrooms to improve the performance of all students, including special education students, such as using visual models in math, having a systematic approach to annotating and comprehending text, and focusing on inquiry and critical thinking.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Lake Shore uses a combination of summative and formative assessments school wide and in the classrooms. Lake Shore uses assessment data in a variety of ways. We analyze WKCE and ACT Explore/Aspire data, but recognize these tests are summative and provide limited data that is not necessarily timely. We use the results of these tests and the questions to look at our curriculum and ensure we are preparing students for a variety of questions. Based on student results, we decided in the last year that we need to provide students additional opportunities to work with graphs and charts in Science and Social Studies, so this was added to lessons by teachers.

We administer the MAP (Measures of Academic Progress) test three times per year. We use the MAP test results in many ways. First, on a global level, we look at the data to determine which students require intervention in reading and/or mathematics. Intervention is then provided by specialists and trained teachers. We progress monitor the students using easy-CBM in math and AIMsweb in reading to gauge their progress. MAP is also used, along with the Naglieri Nonverbal ability test, to identify students for Gifted and Talented

programming. These students use Junior Great Books and receive math enrichment based on their scores. Within the classroom, teachers use the MAP scores to group students and differentiate learning. They also use it to provide students with leveled articles and literature for literature circles. This way, they ensure students have materials at their level so they can comprehend the reading and participate in the activities.

Parents are kept informed of their student's progress each time we administer a test. When the results are available, we provide parents with the results and a letter of explanation. For classroom assessments, parents can view scores and teacher comments on PowerSchool, our electronic gradebook. We provide parents with progress reports for struggling students midway through the quarter and all students receive report cards quarterly to indicate their progress in all classes. The community is informed of students' achievements through the Lake Shore Middle School or MTSD web page. Press releases printed in the local papers regularly highlight the academic achievements of our students.

Part VI School Support

1. School Climate/Culture

Lake Shore Middle School strives to engage students and promote their academic, social and emotional growth. We achieve this in a variety of ways. We implemented a Positive Behavioral Interventions and Support (PBIS) system five years ago as a proactive approach to fostering positive school-wide behavior. We believe that introducing, modeling and reinforcing positive social behavior is an important step in a student's educational experience. We teach students behavioral expectations in all components of "school life" including the classroom, the hallways, the cafeteria, and the bus, then acknowledge and reward good behavior. Lake Shore staff members work with students in order to determine incentives that motivate them to make positive behavioral choices. The incentives include weekly and quarterly drawings in which students earn prizes. In addition to PBIS, we promote a positive environment through Student Council activities that include community service projects. Students learn as they give their time and donations to those in need. We also offer assemblies focused on PBIS and anti-bullying. We offer many clubs and activities outside the school day, understanding that students need to be well rounded and active. Some of these activities include athletics, Math Team, Forensics, and Odyssey of the Mind. Finally, we try to embed student choice into our curriculum when appropriate. Students have choice in the books they read for literature circles and in how their final projects will look.

At Lake Shore Middle School, it is a priority to create an environment where teachers feel valued and supported. We know that if the adults in our organization feel valued, the focus on student learning will remain our first priority. Relationships are built over time and are based on trust. At monthly staff meetings, the principal holds a raffle in which staff members win prizes. Teachers also have the opportunity to be awarded the "You Rock" Award. For this award, another teacher writes a "You Rock" Recommendation for something the teacher did. All awards are then compiled and one teacher gets "the rock," decorated by the art teacher, for the month. The principal has an open door policy in which she encourages teachers to come in and talk about successes or issues. There is a sense of shared leadership in the building. Teachers serve on committees such as the Building Leadership Team (BLT), PBIS Committee, and the AVID Site Team. Teachers that want to take a leadership role have many opportunities to do so.

2. Engaging Families and Community

The family-school connection is essential to student success. Lake Shore communicates regularly with parents in a variety of ways. We use mailings for assorted communications including grade reports and test results. Connect 5, a tool to send emails to groups of parents, is used to provide timely information to parents. The Lake Shore Middle School web page includes a variety of updates and important information about upcoming events. The school also has Information Nights for registering for electives, AVID, and discussing the curriculum. Additionally, teachers use email to contact parents on a daily basis and use their web pages to communicate daily assignments and expectations.

One of the most effective parent-school connections is the Parent Teacher Organization (PTO). They support the school financially and by providing volunteers for events. The principal meets monthly with the PTO Board members and helps determine the agenda for the PTO meetings. The principal also attends the meetings and provides an update of important events occurring at the school. The PTO compiles and sends the LOOP, their newsletter, to all PTO members on a monthly basis. The LOOP includes all the important happenings in the school.

Lake Shore connects with the community. We work with the local senior center to provide volunteer services such as technology support and food service. The students enjoy working on projects with the seniors during Older Americans Month in May. We participate in Junior Achievement, a program in which local business leaders talk to students about their professions. We connect with local high school students through Champions, a program in which high school students answer questions generated by the 8th grade students. Lake Shore also reaches out to organizations for assistance such as Ozaukee Family Services.

3. Professional Development

Lake Shore Middle School's professional development is planned systemically in order to influence the School Growth Plan (SGP). The SGP includes goals around literacy, numeracy, and the social emotional well-being of the students. Lake Shore's professional development occurs during staff meetings, committee meetings, and early release days. During early release days, the principal facilitates and organizes training based on the students' needs as determined by the Building Leadership Team in creating an action plan to implement the School Growth Plan. For example, the school has focused on implementing higher level questioning in order to encourage critical thinking. The staff furthers their understanding of Costa's Levels of Questioning through activities facilitated by the principal and the AVID District Director. In order to focus on closing achievement gaps, the Building Leadership Team has also focused teachers on implementing cross-curricular strategies in teaching students to analyze text. Based on student data, the team determined that analyzing text is a skill that meets our students' greatest area of need. During meetings, the staff reads an article and learns new strategies for working with students including ideas of how to introduce the article and have students participate in the pre-reading process, how to annotate the text, or how to process the text. The teachers then have work time to infuse these ideas and strategies into their lessons.

This year, Lake Shore teachers are participating in a book study to explore what it means to be a professional learning community. They are reading "Learning by Doing" by Richard DuFour. This will benefit students because teachers will look at what they want students to know and be able to do, how the teachers will know if the students know it, what they do if the students don't know it, and what they do if the students already know it. Every other week, we meet as grade level teams to discuss the readings. This has prompted thoughtful discussion and reflection. Through this reading the teachers are learning how to be a team, developing an understanding of essential content, and learning how to problem solve as a team.

The district also provides a variety of professional development opportunities. Mentor training is intended to build the teacher's skills in the classroom. Coaching is also a focus, so teachers can mentor others new to the profession or district. Technology institutes are offered so teachers can learn new and innovative ways to infuse technology into their lessons. This gives students opportunities to learn in authentic ways by exploring the digital world.

Finally, the district creates time for teachers to develop and refine curriculum in all content areas. Teacher teams use the state standards as a guide and determine what content is essential for students. They collaborate to determine the best way to teach the information to the students and then work to create common assessments that help them determine if students are meeting standards.

4. School Leadership

At Lake Shore Middle School, the principal "wears many hats." She is the instructional leader, the disciplinarian, the manager, and the public relations liaison, among other jobs. She is tasked with overseeing the development of the School Growth Plan (SGP) and leading numerous committees that work to improve the academics and culture of the school.

Utilizing a shared leadership approach, teachers are involved in decision-making processes in many areas. While the principal leads the development of the SGP, the members of the Building Leadership Team (BLT) analyze data and determine action steps that will ensure the school achieves their goals. They revisit the plan throughout the year to check progress and take ideas back to their grade level teams that, if implemented, will help improve student achievement and learning. Currently, we are in our first year of a two year plan focusing on literacy, numeracy, and social emotional wellness. We believe in focusing on the whole child and that is evident in our plan and action steps.

Teacher leaders make up the AVID Site Team (Advancement Via Individual Determination). AVID is an international system that focuses on helping students become college-ready. Site Team members take

leadership roles in implementing the system and receive training throughout the year, including intensive training during the summer. The strategies they are learning, sharing, and implementing are best instructional strategies that engage students in the learning process. They focus on five elements, WICOR (Writing, Inquiry, Collaboration, Organization, and Reading).

Teachers and other staff members, including the school social worker, comprise the PBIS (Positive Behavioral Interventions and Supports) Team. This team determines how teachers can help students become responsible, respectful, and ready to learn. They pick lessons to teach the children how to behave in certain situations, determine incentives and consequences, and work with students to receive feedback on the program.

The shared leadership approach at Lake Shore Middle School is successful. The principal believes in transparency. She employs an open door policy, welcoming staff into her office to discuss any number of items. This helps to build relationships that are based on trust and allows staff members to feel comfortable working with the principal and others.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	79	80	79	85	74
Advanced	25	40	28	37	25
Number of students tested	131	125	126	121	126
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	54	31	45	69	19
Advanced	15	6	15	25	0
Number of students tested	13	16	20	16	16
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	79	85	78	89	74
Advanced	25	41	30	40	25
Number of students tested	106	104	108	105	111
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	85	78	78	71	77
Advanced	43	22	39	22	39
Number of students tested	127	130	134	134	114
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	2	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	31	44	44	11	8
Advanced	6	6	17	0	8
Number of students tested	16	18	18	18	13
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	87	80	81	73	76
Advanced	41	21	42	22	38
Number of students tested	104	110	113	113	100
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	78	78	74	74	83
Advanced	36	37	26	33	39
Number of students tested	124	137	129	120	132
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	0	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	50	56	0	25	0
Advanced	12	17	0	6	0
Number of students tested	16	18	17	16	10
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	78	81	78	75	86
Advanced	38	40	25	36	41
Number of students tested	105	117	110	103	119
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	63	66	70	65	58
Advanced	15	13	18	16	14
Number of students tested	131	125	126	121	126
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	23	31	40	38	25
Advanced	15	6	10	6	0
Number of students tested	13	16	20	16	16
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	62	67	69	67	59
Advanced	13	14	18	17	15
Number of students tested	106	104	108	105	111
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	72	62	70	63	68
Advanced	14	9	13	8	20
Number of students tested	127	130	134	134	114
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	2	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	38	28	44	17	38
Advanced	12	11	11	0	0
Number of students tested	16	18	18	18	13
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	72	65	72	65	67
Advanced	16	9	14	9	21
Number of students tested	104	110	113	113	100
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WSAS</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient and above	63	76	63	73	65
Advanced	6	18	8	19	16
Number of students tested	124	137	129	120	132
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	0	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	25	50	18	31	10
Advanced	6	17	0	0	0
Number of students tested	16	18	17	16	10
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	63	79	66	73	69
Advanced	5	18	8	18	18
Number of students tested	105	117	110	103	119
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: